

SMALL WORLD

MAGAZINE

“I’m on top of the world”
Reflections of a Boren Scholar



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Reflections of a Boren Scholar: “I’m on top of the world”

David Young returned this fall from a year abroad in Taiwan as a Boren Scholar. During the year he studied Chinese language and culture, traveled the cities and countryside, and even learned more about his family lineage!

Boren Scholarships are provided through the National Security Education Program (NSEP), a major initiative by the United States government designed to build a broader and more qualified pool of U.S. citizens with foreign language and international skills. Boren Scholarships provide up to \$20,000 to U.S. undergraduate students to study abroad in areas of the world that are critical to U.S. interests and underrepresented in study abroad, including Africa, Asia, Central & Eastern Europe, Eur-

sia, Latin America, and the Middle East.

“This past year has been one of the best of my life. Looking back, I’m simply grateful for the chance to experience another culture, learn a new language, and meet lifelong friends, all the while discovering a new part of myself.

My junior year was spent learning Mandarin Chinese in Taipei, Taiwan. Taiwan is a small island off the southeast coast of China, approximately 245 miles long and 89 miles wide.

Being ethnically half Taiwanese, with family that I’d never met before in my life waiting for me on that tiny island, on top of leaving the United States for the first time

on my own, made me the most excited I have ever been as I began my study abroad.

The bulk of my time was spent studying Mandarin Chinese in the International Chinese Language Program on the campus of National Taiwan University. The curriculum was the most intense study regimen that I’ve ever experienced. It included eight hours of homework and study outside of the four hours of class each day. For the first few weeks I had begun to think that I’d volunteered for some form of torture. However, after adjusting to the program and meeting many new friends, I began to adapt to the rigorous schedule. In the end, the results were satisfying and well worth it.

Besides school, there was so much to do and see! Walking around Taipei was new in itself. Street stands with fresh fruit and food, ranging from the simplest to the most exotic I’ve ever seen, covered the crowded streets. Taiwanese love to eat, and given the chance food is present at nearly every occasion.

In the Winter I was lucky enough to go with a few classmates and climb to the peak of Jade Mountain, one of the highest mountains in South-East Asia, higher than Mt. Fuji, at 3,952 meters (12,966 ft) above sea level. I then went scuba diving on the north-east side of the island! In addition, I also had the opportunity to walk up to the top of Taipei 101, the tallest completed building in the world!

I took time to visit many Buddhist and Taoist temples during my stay. The immaculately detailed temples are a

sight to see, with the smell of incense accompanied with the sound of chanting and prayers filling the air around you. It’s unique, and showed just how diverse the world really is, and how little of it we see from back home.

During spring break, I took a short flight to Brooke in the Philippines with a few classmates and went snorkeling, parasailing, and tried out the delicious sea food.

The Chinese New Year and the Lantern Festival in Taiwan were the most amazing times in my stay. Both were such festive times and brilliantly displayed Taiwan’s culture. The Chinese New Year is the longest and most important festivity on the Lunar Calendar.

The origin of the Chinese New Year is itself centuries old and gains significance through several myths and traditions. Ancient Chinese New Year is a reflection on how the people behaved and what they did. It is filled with just as much history and culture as Thanksgiving and Christmas hold for Americans.

For me, the Lantern Festival was the most magical holiday during my stay. Wishes and prayers are written on large lanterns nearly three feet wide and five feet tall and then lit from within and released into the sky. Lanterns are simultaneously released into the sky, sent away with cheers, rising above, carrying the promises of everyone to the spirits. The sight is breathtaking as the lanterns shrink in the distance and look like stars.

Towards the end of the year, I honestly didn’t want to leave. The country had become a second home. My teachers, classmates, and new found friends had become family. I was able to progress from entry level Chinese to 5th level Mandarin in one third of the time it would’ve taken me in the States. But that was just one part of

the many lessons learned and wisdom gained from that tiny island. I will most definitely return. I truly feel that life is meant to be lived to the fullest, and there is so much of it to be experienced.”

After returning in the fall, David immediately started an internship at the Global Resources Center at The

George Washington University, in Washington D.C. He participated in this internship through the Washington Academic Internship Program, offered at OSU through the John Glenn School of Public Policy. This gave him the opportunity to apply the language and cultural skills learned during his study abroad in a real world setting.

“If opportunity ever comes knocking at your door, I wholeheartedly encourage you to answer. And if you’re more like me, go find opportunity’s door yourself ... and don’t stop knocking until it opens up!”



David returned this Fall to immediately begin an internship with the Global Resources Center, through the Washington Academic Internship Program.

East Asian Researcher to Teach at OSU

Dr. Jeffrey Hornung is a visiting scholar at The Ohio State University for the 2009-10 Academic Year. He is part of a collaborative effort by The East Asian Studies Center, The Merston Center for International Security Studies, The Department of Political Science and International Studies to bring an area expert to OSU to teach undergraduate courses.

Among the classes he is teaching are International Studies 501, *International Relations of East Asia* (winter 2010), *Political Science 635 Government and Politics of Japan* (winter 2010), and a Japanese foreign policy class (spring 2010).

Dr. Hornung received his Ph.D. in August 2009 from The George Washington University. His Masters De-

gree is from Johns Hopkins and his Bachelors Degree is from Marquette University. Among his many teaching and research experiences is his participation in the Japanese Exchange and Teaching Program (JET) from 1997 to 2000. Also, he was awarded a Fulbright Fellowship, and with it he studied and served as a “citizen ambassador” in Tokyo, Japan 2005-2006.



Dr. Jeffrey Hornung

Students Study Weapons of Mass Destruction



International Studies 555 class during a field trip to the Ohio State nuclear reactor facility. Dr. Lewis’s daughter Natasha, (far left in the photo) also joined the group tour!

International Studies 555, *The Development and Control of Weapons of Mass Destruction*, taught by Dr. Jeffrey Lewis, aims to provide students with the knowledge and skills necessary to think critically on many of the most important security issues that will affect us all in coming years. The goal of the course is to provide students with the technical understanding necessary to filter through the hype and misinformation that often surround public discussions of these weapons.

The highlight of the course is a guided tour of OSU’s 500 kilowatt research nuclear reactor located on west campus!

This class was featured in the December, 2004 issue of *Time Magazine!*

Undergraduate Research

Do something great!

RESEARCH FUNDING OPPORTUNITIES

Below are upcoming deadlines for research opportunities:

Arts and Sciences: Undergraduate Research Scholarship

Deadline: March 1st, 2010

<http://artsandsciences.osu.edu/files/ASCGGrantApplicationForm.doc>

Students must have attained junior standing and meet one of the following criteria: be a potential candidate for graduation with distinction; or present other evidence of work on a significant research project. Award: \$500 to approximately \$8,000 (applied toward university fees).

Contact: Merijn van der Heijden, ASC Honors Director, vanderheijden.1@osu.edu.

International Affairs Research Grant

Deadline: Mid February, 2010

<http://oia.osu.edu/grants-and-scholarships/undergraduates/431-international-affairs-grant.html>

The purpose of the Office of International Affairs student grant competition is to promote the understanding of foreign countries, cultures, and peoples through academic study. Proposals for research can request funds for expenses such as travel, acquiring data, and hosting a conference or workshop.

Contact: Melanie Mann, mamm.281@polisci.osu.edu

Ralph D. Mershon, Study / Research Abroad Scholarship

DEADLINE: March 5th, 2010

<http://mershonscenter.osu.edu/grants/scholarships/Ralph%20D%20Mershon%20Study%20Abroad%20Scholarship%20application%202010-11.doc>

The Mershon Center for International Security Studies has established the Ralph D. Mershon Study Abroad Scholarship to support undergraduates who wish to enhance their educational experience by studying in a foreign country. Students are encouraged to take foreign language courses, especially those deemed critical for national security, such as Arabic, Chinese, Russian, Hindi, Persian, and others. Priority will be given to students who are preparing for a career related to international security studies.

Applications will be evaluated by an interdisciplinary review committee that will make recommendations to the director of the Mershon Center. As many as 10 scholarships of up to \$2,000 each will be awarded.

Sidney Pressey Small Grants

DEADLINE: 2nd Friday of every quarter

<http://www.honors-scholars.ohio-state.edu/documents/PresseyStudentGrantApplication0708.doc>

Designed to assist students who are candidates for graduation with distinction and who have specific research needs not covered by any other assistance.

Award: \$300

Contact: Anne Krabacher, Associate Director, krabacher.4@osu.edu
205B Kuhn Honors and Scholars House

Summer Honors Research Scholarships

Deadline: March 19, 2010

<http://ugresearch.adm.ohio-state.edu/documents/09SummerResearchApplication.doc>

Research scholarships give especially promising honors sophomores and juniors the opportunity to enhance the quality of their senior honors research projects. Selected students spend approximately 40 hours/week doing research over a ten-week period. Must be enrolled for at least 1 credit hour; ~10 internships awarded per summer.

Award: \$3,500

For more information contact:

Anne Krabacher krabacher.4@osu.edu

Summer Research Opportunities Program 2010

DEADLINE: February 10th, 2010

<http://www.cic.net/Home/Students/SROP/Introduction.aspx>

The Committee on Institutional Cooperation, is pleased to announce that applications are being accepted for the 2010 CIC Summer Research Opportunities Program (SROP). SROP is the gateway to graduate education at CIC universities. Undergraduate-level students underrepresented in graduate study are invited to apply for a summer program designed to enhance their academic and research skills by working one-on-one with a faculty mentor from top ranked research institutions. Participants will come together in July for the annual SROP Conference at OSU. Contact: Charity Farber at cfarber@staff.cic.net.

URO Summer Research Fellowship

DEADLINE: March 20, 2009

<http://ugresearch.adm.ohio-state.edu/documents/09SummerResearchApplication.doc>

Get paid to conduct 10 weeks of full-time, independent research in any discipline with an OSU faculty member.
Award: \$3,500

UNDERGRADUATE RESEARCH OFFICE EVENTS

Research Across Continents: The OSU-India Connection

Wednesday, January 27, 6:00-8:00pm
Page Hall Lobby and Page Hall 020

Research with Human Subjects: IRB Training for Undergraduates

Wednesday, February 3, 5:30-6:30pm
Page Hall 020

Q&A: OSU Summer Research Programs for Undergraduates

Tuesday, February 9, 4:30-5:30pm
Psychology Building 014

Icing on the College Cake: Honors Thesis or Not?

Tuesday, February 16, 4:30-5:30pm
Psychology Building 014

Table Talks: Peer Research Discussions by Field

Tuesday, February 23, 6:30-8:00pm
Math Department Lounge, Math Tower 724

Finding Funding for Undergrad Research

with Sarah Starr, OSU Office of Research
Wednesday, February 24, 5:30-6:30pm
Page Hall 020

To learn more about undergraduate research at OSU, visit:

Arts & Sciences Honors Program, Research

<http://aschonors.osu.edu/research>

For students in the honors program who wish to pursue an honors thesis.

207 Enarson Hall

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614-292-5104

Knowledge Bank

<https://kb.osu.edu/dspace/index.jsp>

Searchable database of all undergraduate research theses, and faculty members at OSU.

Richard J. and Martha D. Denman Undergraduate Research Forum

<http://denman.osu.edu/>

Open to any undergraduate student.

University Honors & Scholars Center

220 W. 12th Avenue

614-292-1794

Undergraduate Research Office

<http://ugresearch.adm.ohio-state.edu/>

Learn all about the research process and even receive e-mails from student mentors.

150 Page Hall

1810 College Road

614-292-8307

Climate Change, Water, and Conflict in Israel and Palestine



Wilson Dizard (far right, front row) listens to Dr. Marwan Haddad, at left, during his presentation at the UN Development Programme-sponsored Water Values and Rights Conference at the Grand Park Hotel in Ramallah, April 2009. This event was one of the several conferences and workshops Wilson attended during his research trip. (photo courtesy of the Palestinian Academy for Science and Technology).

Wilson Dizard, a Development Studies and Arabic major, spent Spring 2009 in the West Bank and Israel conducting research for his honors thesis.

"I travelled to Israel and the West Bank to research my senior thesis, *Climate Change, Water, and Conflict in Israel and Palestine*. My research goal was to determine how climate change will affect water politics between Israelis and Palestinians, both today and in the future. I conducted my thesis with grants from the **Colleges of Arts and Sciences and the College of Social and Behavioral Sciences**. I received enormous help and great advice from my advisors, **Dr. Becky Mansfield** in the Department of Geography and **Dr. Omar Keshk** in International Studies.

I conducted interviews at Israeli and Palestinian universities with academic experts in the issue of hydro-politics and diplomacy. I also spoke with farmers and government officials familiar with the region's water problems. I found the two sides had distinctly different narratives built around water and its management. The Palestinians'

arguments emphasize their claims of national rights to drill into the aquifers underneath the West Bank and Gaza Strip, which lie beneath Palestinian and Israeli territory. The Israeli narrative, however, seeks to address the Palestinian population's demands for water with an increased supply from the Israeli water network, including fresh water processed at desalination plants along the Mediterranean coast. Israel would then sell the desalinated seawater to the Palestinians. To many Israeli experts and policy makers, desalination and increased Palestinian wastewater reuse in agriculture are the best ways of adapting to demand from a rapidly expanding population and the added stresses of less rainfall and hotter summer temperatures, anticipated consequences of climate change.

Many Palestinian leaders and academics, however, feel that there is still enough fresh, natural water for both sides to share fairly, but that Israel's civil and military occupation of the Palestinian territories prevents Palestinians from accessing water that is rightfully theirs. Climate change has introduced a

volatile variable into the complex, vexing equations of Israeli-Palestinian peacemaking.

Essentially, in attempting to create a new, viable, and independent Palestinian state, the Palestinians are pressing for their share of water sovereignty in an already thirsty region. In an arid climate like the Levant, where water is scarce, a national government cannot claim real political sovereignty unless it has sovereign control over water resources, an essential precondition to its food security, economic development, and legitimacy in the eyes of its citizens. For the nascent Palestinian state, authentic political sovereignty is impossible without real water sovereignty.

In light of these facts, my basic recommendation for the peace process is the abandonment of the "two state solution" in favor of a single state, where Palestinians receive suffrage and civil rights as Israelis and both peoples manage their shared water resources in concert.

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Wilson Dizard (center) outside the Jenin Municipality Water Authority, located in the northern part of the West Bank. The German flag flying above the entrance beside the Palestinian Authority's flag is there because Germany has played an active role in developing the Palestinian water sector in terms of human resources and increasing the capacity of municipal distribution networks."

(Continued from page 3)

This plan demands major concessions from both Israelis and Palestinians, who would have to adapt their identities dramatically. However, such integration will follow the course of history better than an abrupt and inevitably incomplete Israeli disengagement from the West Bank, whose population is already around 20 percent Israeli settlers (incidentally, Israel's population is approximately 20% Palestinian). With their complementary demographics, Israel and the Palestinian Territories have essentially constituted a single state since the Six Day War in 1967, when Israel defeated Jordan and Egypt and occupied the West Bank and Gaza Strip. The two-state solution needlessly bucks a four-decade trend of economic, infrastructural, cultural, and linguistic integration between Israeli and Palestinian societies.

As far as water is concerned, the reason for a single state is simple: over the long term, there's likely not enough

liquid sovereignty to serve the needs of a new country. Or, to put it another way, in the long run, I doubt Israel and Palestine will be able to share the water they have as two sovereign, separate states. The establishment of a bi-national Israeli-Palestinian state would vastly simplify the challenge of water management.

Unfortunately, the current trajectory of diplomacy and staunch Israeli opposition to integrating the West Bank and Gaza Strip as parts of Israel, thereby transforming the character of the Jewish state, make such a graceful solution to a perennial hydro-political crisis highly unlikely. And, unfortunately, there's the possibility that no proposal can create a permanent peace between the two peoples.



The above photo is a sign in the Jordan River Valley for "Hamam al-Maleeh," or the Spring of Salt. Due to high rates of extraction from the Eastern Basin of the aquifer beneath the West bank, the wells and springs upon which the residents of the Jordan Valley once relied have dried up. Nevertheless, this sign in Arabic and Hebrew illustrates the inseparability of Israelis, Palestinians, and the water resources they share. It's an inseparability that inspires both constant conflict as well as occasional cooperation over water. The task for peacemakers is to encourage the latter.

Microfinance in India: A bottom up approach



Charu Vijayakumar, (fifth from left) while in Kanyakumari, Tamil Nadu, conducting interviews.

Charu Vijayakumar, a Development Studies and Economics major, traveled to India Summer 2009 on a research grant through the Colleges of the Arts & Sciences Honors Office.

"Although India has a rapidly growing economy, a large percentage of its population still lives below the \$1 a day extreme poverty line, and a much larger number live below the \$2 a day poverty threshold. These people live on the margins of the Indian economy, struggling to make ends meet on a daily basis. The lack of a steady income makes them unable to afford education, healthcare, housing, and other basic necessities. In an effort to fight such crippling poverty, numerous organizations have established microfinance programs throughout the country. Most of these microfinance programs focus on serving women for three main reasons: to promote women's empowerment, to address their increased responsibility

as mothers, and to reward their high loan repayment rates (Burra, et al.).

Unlike many other development projects, microfinance offers a sustainable approach to poverty alleviation. The role of the microfinance institution (MFI) is built on the practice of providing collateral-free small (micro) loans to the poor. Since the poor do not have access to assets that can be used as traditional collateral, a method termed "social collateral" is utilized. This entails disbursing loans to individuals within a collective group of other loan recipients. As such, if one member of the group fails to meet the repayment requirement, the other members of her group must pay for her. Since these groups consist of women from similar localities, this system exerts social pressure on the loan recipients to repay their respective portions.

Given the increasing popularity of

microfinance programs in the developing world, there is a growing amount of literature available on the subject. The literature tends to be top-down in its approach, however. Focus is placed predominantly on the microfinance institution itself, highlighting the model of the bank, loan cycle procedures, and institutional sustainability (Robinson, 2002). Scant attention is paid to the recipient's perspective. To remedy this oversight, I took a bottom-up approach to the analysis of microfinance programs. The aim of my thesis is to better understand why some loan recipients succeed and why others fail. For the purpose of this study, success and failure are defined, respectively, by timely repayments and defaulting on repayments of the loans taken.

The primary question addressed is: under what conditions are microfinance loans repaid and not repaid? At the beginning of the loan process, most of the recipients are in relatively similar financial situations. Yet, for reasons to be investigated, some women are able to repay their loans while others are not. Although MFIs in general boast high repayments rates, scarce information is made available about those who default and the conditions that led to either result. In order to understand why some women succeed, it is equally important to understand why others do not.

Bibliography:

Burra, Neera, ed., Joy Deshmukh-Ranadive, ed., and Ranjani Murthy, ed. Micro-Credit, Poverty and Empowerment. New Delhi: Sage Publications India Pvt Ltd, 2005.

Robinson, Marguerite S., The Microfinance Revolution. Washington D.C.: The International Bank for Reconstruction and Development/ The World Bank, 2002.

The effect of the expansion and popularization of mass media through TV Globo in Brazil



Brenda Codoner enjoying the inspiring view of Rio De Janeiro, while conducting research in Brazil.

Brenda Codoner traveled to Rio De Janeiro, Brazil last summer to start work on her undergraduate thesis. She is a double major in Latin American Studies, and History of Art. Her trip was funded in part by a research grant through the **Colleges of the Arts and Sciences Honors Office**. She is working with Prof. Ana Del Sarto from the Department of Spanish & Portuguese.

As of the year 2000, 80% of Brazilian households own a television set, of which 100 million people tune into primetime each night [1]. It is the objective of this thesis to investigate the consequences of the increase in mass media consumption in Brazil through the analysis of TV station funded programs. The increase in the consumption of television is affecting the lesser developed regions in both positive and negative ways. The effects of TV Globo and other TV stations on less developed regions of Brazil are now tangible and verified by data. Many stations implemented programs to educate the public

on social, political and economic topics. Positive effects of increased TV consumption are identifiable throughout all of Brazil, including the drop in birth rates since 1960 due to the soap opera phenomenon [2]. Through the expansion of mass media in Brazil, less developed regions are more likely to become developed cities at a faster rate.

Brazilians were initially inclined to watch television during the period of military regimes, 1964-85, due to the subsidy of television sets in a "then largely illiterate country" [2]. Scholars have consequently researched the influence of television in rural areas to identify cultural changes due to media. [3] TV networks such as TV Globo, the fourth largest in the world, have dominated the market since its inception. Thanks to a "horizontal" line up consisting of a soap opera, national news, another soap opera and local news, viewers are kept glued to their seats [4]. This has allowed TV Globo to introduce social programs on television because they know viewers

are watching. Telecurso 2000 was a program introduced to help students obtain education through TV viewing. The students would buy the booklets and watch the transmissions at a set hour each day, giving them the opportunity to learn [5]. Mass media expansion has helped Brazil expand its education processes as well as develop areas that are less industrialized [6]. In order to meet research objectives I interviewed TV Globo administrators to obtain statistical information about the rates at which programs have been increasing in popularity. I also obtained firsthand accounts of success stories such as "Telecurso 2000" and the AIDS campaign in less developed regions of Brazil. I will compare the development in the rural and urban cities of the state of Sao Paulo, as cities have also been affected by the popularity of television. To conclude my research I will analyze both the negative and positive effects of television on the general population, and interview students that watch TV Globo on a day-to-day basis. Television's impact on Brazilian culture has been positive and remains an important part of the people's daily lives. The introduction of television in Brazil has notably affected the development in certain regions. It is important to investigate the trends of popularization in order to apply them to other countries. The effects of mass consumption can be directly linked with the increased globalization of a homogenized mass media.

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[5] Bradley, Jo, and Jackie Galbraith. *The open classroom: distance learning in and out of schools*. Routledge, 2003.

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Symbolic Associations of Violence:

The Bridge Between Oppression and Action Among Youth in Northern Ireland and South Africa



Elaine Householder pictured with her class of 2 and 3 year olds in Worcester, South Africa. Elaine taught math, and arts and crafts to street children and orphans as part of her volunteer and research project for her honors thesis.

"My name is **Elaine Householder**, and I am a third year undergraduate student in the Honors Program at The Ohio State University. I am majoring in International Studies, with a specialization in African Studies, and pursuing minors in French and International Relations and Diplomacy. This past summer I traveled to Worcester and Oudtshoorn, South Africa through the Institute for Field Research Expeditions and the Dreamcatcher Foundation. The purpose of my trip was to serve as a volunteer and to conduct field research for my undergraduate honors thesis, tentatively titled *Symbolic Associations of Violence: The Bridge Between Oppression and Action Among Youth in Northern Ireland and South Africa*. My research trip was funded

by an international research grant provided by the **Colleges of the Arts & Sciences Honors Office**.

I became interested in learning more about South Africa after I enrolled during my sophomore year in a History of South Africa course taught by Professor Franco Barchiesi. Prior to taking this class, I probably could have only given a vague answer as to who Nelson Mandela was and where apartheid took place. Professor Barchiesi's course provided a much more in-depth analysis of the country's past and current struggles with racism and inequality than I had encountered in any other African Studies course. The more that I read about and studied South Af-

rica's past, the more I recognized affinities between the country's own divided history and the concurrent "Troubles" in Northern Ireland. South Africa's "Truth and Reconciliation Commissions" in particular caught my attention, as I struggled to understand how individuals so devastated by the divisive apartheid system could ever reconcile hope with their memories and the legacy that violent struggle left for succeeding generations.

I approached Professor Barchiesi with an idea for an honors thesis project, one that would examine comparatively the relationship of today's youth with violence in South Africa and

Northern Ireland. Under the guidance of Professor Barchiesi, I am currently comparing the extent to which symbolic associations of violence form the bridge between oppression and action among youth in Northern Ireland and South Africa. I intend to demonstrate that, given the historical context of apartheid in South Africa and "The Troubles" in Northern Ireland, the glorification of violence in often absolutist spiritual terms has driven disadvantaged young people to consider sectarian conflict as a means to salvation from oppressive socio-political conditions. In providing an ideological purpose behind seemingly anomic youth violent behavior, I hope

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Elaine petting a cheetah at the Congo Wildlife Ranch in Oudtshoorn, South Africa.

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that my research will proffer meaningful alternatives for conflict resolution which take into consideration youth's current perspectives on violence.

My trip to South Africa this summer through the Institute for Field Research Expeditions was designed to complete the primary portion of field work required to complete this honors thesis project. Through IFRE's five-week program, I conducted qualitative research in the form of semi-structured interviews concerning marginalized youths' personal perceptions of sociopolitical violence in post-apartheid South Africa. Interview respondents were young former gang members, runaways and orphans served by the Dreamcatcher Foundation, the grassroots organization with which I volunteered, assisting street children in Worcester and Oudtshoorn. I asked subjects questions regarding their conception of peace and violence, the prevailing problems in their homes and communities, and potential causes and solutions to these problems. Throughout the interview process, I recorded sub-

ject responses and intend to transcribe and analyze the data I have gathered to identify common personal experiences that indicate a redemptive quality attributed to sectarian violence. Finally, I will compare these results with the knowledge I have acquired through academic study within this discipline.

In conjunction with conducting the above field research, this summer I stayed with local host families and was immersed in the vibrant South African culture while working side-by-side with local South Africans committed to change in their communities. I volunteered primarily with street children, orphans and runaways served by several grassroots organizations. Every morning I assisted local day care programs. I was placed in charge of a class of 34 two-year-olds, responsible for teaching them their numbers, reading to them, doing arts and crafts, playing games with them on the playground, serving their snacks and lunches, and of course, cleaning up all of their messes. Every afternoon, I worked with abused and abandoned youth, developing a film project that the

children completed prior to my departure. In addition, I planted trees and participated in traditional dance classes alongside at-risk youth, and taught street children basic computer skills.

By volunteering directly with my proposed research population in a local grassroots setting and interviewing these youth regarding the struggles they face in their daily lives, I gained an eyewitness look into the lives of socioeconomically disadvantaged youth in South Africa which I feel will prove invaluable toward completing a quality honors thesis project. While some of the my experiences were haunting, such as observing children as young as two years old being exploited by gangs, the youth I served and interviewed taught me so much about myself and my capacity for compassion. I am so grateful for the opportunity given me to share a small part of my life with them, and I hope to return to South Africa sometime in the near future.

For now, though, I have to content myself with the memories I made and the friends I met this summer. South Africa is truly an amazing destination for the world traveler. Despite the stigma many travelers have regarding Africa as a place teeming with disease, war and famine, I found South Africa to be a country bursting at the seams with life and adventure. Whether I was cagediving with crocodiles, riding an ostrich, petting a cheetah or eating braai (South Africa's version of a barbecue), my trip to South Africa this summer is one that I will never forget.

Next fall, I plan to complete the second portion of my honors thesis field research by studying abroad through Arcadia University at the University of Ulster at Magee in Londonderry, Northern Ireland. I will engage in volunteer work at a local non-profit organization specializing in cross-cultural mediation. I am not sure if I will be able to top my journey to South Africa, but I trust that my experience in Northern Ireland will be just as memorable.

To learn more about study abroad trips to South Africa, or explore dozens of other destinations, go to:

<http://oia.osu.edu/study-abroad.html>

INTERNSHIPS near and far

Teaching English, SOUTH KOREA

Mike Eizyk (International Relations & Diplomacy) was chosen to participate in the TaLK Teaching Program in South Korea, Summer 2009.

The Teach and Learn in Korea (TaLK) program is a government scholarship that allows native English speakers to teach English in rural and underdeveloped areas of South Korea.

The program is sponsored by the Korean Ministry of Education, Science & Technology, and its mission is to bring the

level of English in rural elementary schools up to par with that found in more metropolitan schools. TaLK is just one of the many English education programs that the Ministry of Education has developed in order to achieve its ultimate goal of having at least one native English speaker in every elementary school in the country.

TaLK differentiates itself from other government funded English programs in Korea in that in addition to

placing an emphasis on native speakers teaching English, it also stresses the importance of increasing cultural understanding between the foreigners that teach in Korea and the native Koreans with whom the English teachers are able to interact.

"When I was applying for TaLK in Fall Quarter 2008, I had a wide range of reasons and motives to put my studies on hold for six months and teach English in a country that was com-

pletely unfamiliar to me at the time.

One of the primary reasons why I applied for TaLK was because it is the one of the only TESL (Teach English as a Second Language) programs that I could find that accepts applicants who have not yet graduated from a university. Most government funded TESL programs require teachers to have at least a Bachelors Degree. Applicants only need to have completed a minimum of

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Mike Eizyk with some of his pupils, while teaching English in South Korea on the TALK program.

Legal Researcher, SOUTH AFRICA

(Continued from page 11)

two years of university study before applying for the scholarship. As an International Studies student, I was eager to participate in such a program because I felt that after living in Korea for half a year, I would have gained innumerable "real life" experiences that would give me more to draw upon in future courses.

After six months living and teaching in South Korea, I feel like I left the TaLK program with much more practical living and teaching experience than I ever could have acquired through my classes at Ohio State.

As a result of this program, not only do I feel confidently prepared to pursue a career in foreign language education, but I also feel assured in knowing that I have developed enough basic teaching and survival skills in order to follow my long term goal of teaching English as a second language in a developing country.

Even though it will be years before this goal is fully realized, I feel that having served as a TaLK Scholar has added another layer not only to my personal life, but also to my professional aspirations.

This new layer will, hopefully, give me a new lens through which I can perceive the world around me and make me marketable enough to obtain another ESL position—thus perpetuating a lifelong cycle of teaching, learning and growing as a global-minded thinker."

To learn more about teaching English in Korea go to:

TaLK, Teach & Learn in Korea
<http://www.talk.go.kr/>



Nitya Velu enjoying watching the local penguin population while interning in Cape Town, South Africa. "Working at WLC taught me the importance of the law in achieving the goals of development work".

Nitya Velu (Development Studies) was selected to participate in a summer internship with the Women's Legal Centre (WLC) in South Africa.

Located in Cape Town, South Africa, the WLC is a non-profit organization dedicated to advancing women's rights through constitutional litigation and advocacy. It seeks to advance the struggle for equality for women, particularly black women who suffer socio-economic disadvantages, through the promotion and development of human rights for women. The core of

the work is strategic public interest litigation.

"As an intern at the WLC, the core of my work was legal research. I assisted in finding information and case law relevant to current WLC matters.

Some of my research topics included: human rights and sex workers, treaties signed and ratified by South Africa, impact of rape on women, homophobia (specifically targeted at lesbians), legal aid qualifications and costs in pro bono work, and women

in the workplace claiming damages in rape cases.

The majority of my research topics focused on issues including international treaties, legal aid, right to privacy, human rights violations, and trust law. I also had the opportunity to go to parliament and court!

Working at the WLC has taught me the importance of the law in achieving the goals of development work."

Finding my Career, through Internships

Kaitlyn O'Connor always knew what she wanted to do after graduation. "My senior year of high school, I knew exactly what I wanted to major in – International Studies – and I knew exactly where I wanted to end up after graduation – working for the federal government. As a Security and Intelligence major, I did my research on what types of things federal government employers look for in applicants. Knowing that Columbus, Ohio is not the ideal place to gain experience in foreign affairs, I set out to at least test different career fields via internships that would also build to make me a strong candidate for a future career.

Spring quarter of my freshman year I landed my first internship. I had the opportunity to intern for Representative Dan Stewart in the Ohio House of Representatives. It was a really good internship, but it solidified my desire to work at a level higher than state politics.

My sophomore year I had the opportunity to work on a presidential campaign in Iowa for a couple weeks leading up to the Iowa caucuses. This allowed me to discover that I am not a fan of campaigning and would prefer a position in the government not quite so much in the limelight. I want to be someone that provides policymakers with the information they need to formulate policy and let them sell it.

My junior year, I got down to business. In the fall of last year, I interned at the Franklin County Emergency Management and Homeland Security office. The project I was working on related in no way to what I wanted to do after graduation. It was still a valu-

able experience, though, because of the exposure I gained to the emergency management sector. After having had policy driven internships, this gave me the opportunity to see security policy put into practice. I saw the more practical side to my major.

If you have not been able to tell already, I came to Ohio State planning on taking advantage of every opportunity to learn more about who I am and what I want out of my education. Internships are an amazing opportunity to gain experience in your field, no matter what you choose. My biggest fear was discovering that I hate my career field.

In the spring of 2009, I finally hit my stride. I was accepted into the John Glenn School of Public Affairs Washington Academic Internship Program. Here was the perfect program for me; I finally would get to test my hand at interning on the federal level. Being a John Glenn Fellow was absolutely amazing! I lived with eight other fellows next door to the Supreme Court building and interned at the Center for Strategic and International Studies (CSIS).

CSIS is a non-partisan think tank that focuses on a variety of issues that decision makers need to know about. I interned in the Homeland Security Program, where I got to study and contribute to a number of projects comparing the United States' homeland security tactics with other countries. This program also had a biosecurity component, and I got to watch the H1N1 outbreak unfold from Washington, D.C.



As a Glenn Fellow, Kaitlyn O'Connor had the opportunity to meet OSU legend Archie Griffin!

Not only did I have an internship I loved, I got to experience Washington, D.C. in the spring with the beautiful cherry blossoms! We took full advantage of all the free museums and events and thoroughly enjoyed our spring. Of course I missed being on campus in the spring and being involved with various organizations, but how I could I turn down this chance?!

One of the biggest lessons I walked away with was that once you are in, it is so much easier to move around. Many of the people I met and

worked with started out as interns in their respective offices – whether that was in Congress or a think tank or a lobbyist firm or whatever! Therefore, as I begin my job search, I know that as long as I find an entry level position in a sector I want to work in, it is an in and once there I can move around until I find my perfect fit.

This is definitely not something I would have learned in class back in Ohio. Of course I could have learned this from talking to any of my

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professors that once worked in the field, but I do not think I would have fully understood until I lived it.

Now what kind of OSU student would I be if I did not study abroad at least once? This past summer, I completed my Arabic minor at the American University in Cairo, Egypt. This was arguably one of my less planned adventures. Cairo is in the middle of the desert, and as we all know – deserts are hot...praise the Lord for air conditioning and shade! My classes were intense but I got to travel all over Egypt, ride a camel, and climb Mount Sinai under the stars to get to the top in time to see the sun rise!

I will be honest, as a female I was freaked out to go to Cairo. Ask any of the other spring John Glenn Fellows. I also knew that my Arabic was not that fantastic, but stepping out of my comfort bubble was one of the best things I could have done (plus my Arabic did improve). If I thought I had the travel bug before studying abroad, I now had it bad!

So bad in fact that I very much want to join the Foreign Service. A Foreign Service Officer (FSO) is someone that represents the United States through the Department of State in American embassies all over the world. FSOs are assigned to posts overseas for anywhere from two to four years at any one post and then moved to another post or for a stint in D.C. So, if you have been following me so far you can see where this is leading, right?

That's right...I got an internship with the State Department! Thousands apply each semester and only a few hundred receive a position (I applied more than once over the years) (Editor's note: this is very good advice. Students interested in

internships at federal government agencies should apply to several that are of interest, and should apply multiple times over a period of time.)

I have loved every minute of my current internship! I get to study political affairs in Lebanon, Syria, Israel, and the Palestinian Territories, an area that is never boring. I know that I could never have come this far if it were not for all of the other opportunities that I have had.

One of the things that I love is that, unlike the think tank world, where they just write to add to the scholarly knowledge of experts, when I write something or do some research on an issue for my

office, I know that someone higher up is actually going to use that information to make a difference. I work directly for the foreign policymakers, even though I do not make comments on policy in my pieces. This is a field that I want to end up in, one where I can make a difference and study how the United States interacts with other countries at the same time.

I may be graduating in June 2010 from The Ohio State University with a piece of paper that says I am a double major in Security & Intelligence and Economics, and a double minor in Arabic & Spanish, but in reality I see it as the opportunity to finally work in a career field I now

know that I want to work in. And this time around, get paid!"

To learn more about these internships and study abroad programs, go to:

U.S. State Department:

www.state.gov

Study Abroad in Egypt:

<http://oia.osu.edu/programs/by-country/168-egypt>

Washington Academic Internship Program:

<http://glennschool.osu.edu/programs/washington/>



Kaitlyn finished her Arabic minor while studying abroad at the University of Cairo.

U.S. Consulate General, GERMANY



Andrew Scott (front row red shirt and tie) with the U.S. Deputy Principal Officer from Düsseldorf visiting a high school in Essen. The school principal (middle front row) is handing a gift of appreciation to the Principal Officer.

Andrew Scott is a double major in German and Security & Intelligence. He was chosen to participate in a Department of State internship at the US Consulate in Germany.

"So far working in the U.S. Consulate General in Düsseldorf, Germany has provided me with a wealth of experiences.

In terms of size and staff the consulate here is rather small, only about twenty people, half of whom work for the Department of State and half for the Federal Commercial Service. Most are locally employed staff,

i.e. German residents. American Foreign Service Officers usually hold a post for a 2-3 year period, and you can think of them as managers. Because it is a smaller post, I've gotten to participate in many more events outside of the office than I ordinarily would be able to at a post such as Frankfurt, which is the U.S.'s largest consulate with over eight hundred staff.

During October I had lunch at the Consul General's house with four newly elected Bundestag (federal legislature) members from our consular district. I've also been able to visit the

consulate in Frankfurt and participate in school visits.

The Department of State application and selection process is very long and tedious. Interested applicants should fill out the online application 8-9 months in advance. About two months after applying I received emails from American officers stationed at various posts throughout Germany. I was told I was selected based on my GPA, majors, and knowledge of the culture and language. If you're interested in applying, I recommend visiting state.gov and searching for internships. There you can find a much



Above: Discussion at the Telecom headquarters in Bonn where David Singer, a professor of economics at MIT, gave a lecture on the world economy.



The cathedral in Cologne at night.

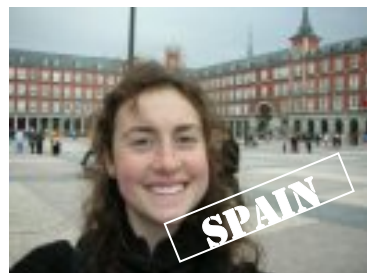
more detailed description of the selection process.

Unfortunately, for a smaller post such as this I needed to find my own housing, and the Dept. of State does not pay for initial travel expenses. Thus, while there is no financial gain, I've looked at this internship as an excellent resume builder and a chance to experience another culture. It has been an opportunity to look at one of the U.S.'s most important diplomatic missions from within."

To learn more about the internships offered through the U.S. State Department go to: www.state.gov

TRAVEL LOG

Got a great study abroad photo you want to share?
Send it to us to highlight in Travel Log!



Adriana Lamonte

spent the 2008-09 school year in Madrid, Spain. "Here is a photo of me in the Plaza Mayor in Madrid. My time in Madrid was wonderful, and more than I ever could have expected. I lived and studied independently, going to regular Spanish university classes full-time, and renting a room in an apartment with two Spanish girls. I was truly immersed and learned so much more about the language and culture than I had in my eight years of previous Spanish study!"



David Chao on an excursion in Marksburg, a military fort, in the rural area surrounding the well-known German harbor city of Cologne, while studying in Germany during Autumn quarter. The picture above him is of the former Lord of Marksburg.

Picture Yourself

To plan your study abroad adventure, go to:
<http://oia.osu.edu/study-abroad.html>



"Seeing O-H-I-O! **Derek Clinger** in a time-lapsed photo of himself in front of the Great Pyramids of Giza, while studying abroad in Egypt."



Brian Black (above photo, far right) with friends while sightseeing along Sydney Harbor, Australia. "I love it here and I love the program (Australlearn). It has been the best experience of my academic life!"

ALUMNI Highlights

United States Government Accountability Office, WASHINGTON, D.C.

After graduating with a dual degree in International Studies and Political Science in 2004, **Mark Ryan** immediately came back to Ohio State to acquire a Master of Public Administration through the John Glenn School of Public Affairs.

After completing his Master's degree, Mark joined the United States Government Accountability Office (GAO) in Washington, D.C. as an analyst. There, he has the opportunity to work on numerous issues pertaining to federal policy, such as the use of federal stimulus funds and pandemic preparation in the United States and abroad.

However, it was outside his career where Mark had the op-

portunity to use valuable lessons from his time in the International Studies program.

"I help organize short-term mission trips to England and Haiti for my church in Northern Virginia. In Haiti I have witnessed people surviving and thriving despite the oppressive poverty.

I have been blessed to learn from the International Studies Program's faculty and staff, and I definitely applied everything I learned in the program, from language skills to cross-cultural relations."



Mark Ryan, 2004



Maria Shikary, 2005

Pediatrician

Maria Shikary graduated in 2005 with a major in International Relations and Diplomacy. She is currently a fourth year medical student at The Ohio State University College of Medicine!

As an undergraduate student Maria participated in study abroad trips to Ecuador to study Spanish. During her first year in medical school she traveled to Africa to work at an HIV/AIDS clinic in Njeru, Uganda.

In medical school, she has been involved with an international health interest group which raises money to fund scholarships for medical

students who wish to study abroad.

Maria is the fundraising director for "Ride for World Health", a student group whose goals are to educate Americans about issues of global health and raise funds for healthcare organizations by organizing a cross-country bicycle ride.

Maria completed an ambitious 3,300 mile journey to help raise money for this cause!

Maria's next step includes entering a residency program in pediatrics!

Medical Sales, CANADA

John Bikis graduated in 2004 with a major in World Economy & Business. "After graduation I started out as a regional sales representative with a medical device company covering north-east Ohio. After about two years I joined a medical publisher/software company as an academic sales representative covering twelve US states.

I was then promoted to hospital sales representative covering the entire country of Canada. The best part of my job is interacting with all kinds of people and being involved in complex situations,

while at the same time doing what I love best... traveling!

My position as a Canadian Sales Representative has taken me to places I never knew much about. Canada is truly a diverse country. My time at OSU really helped with focusing on real world situations.

The International Studies program provided me with real world training. The program also gave me the ability to market myself in many different areas while trying to start a career."



John Bikis (2004) still takes time to travel.

Defense Contractor, QATAR



Mohammad Hamidi (right) shaking hands with Kenneth Preston, Sergeant Major of the U.S. Army, during an on-site visit.

Mohammad Hamidi graduated in 2008 with a major in Middle East Studies and a minor in Economics. "After graduating from OSU I attended the Keller Graduate School of Management,

where I started a dual MBA degree in HR and Public Relations. During my studies I was offered a position in Doha, Qatar with MEBS International.

MEBS International is an American company that provides a variety of in-country support services and logistical assistance to American Department of Defense (DOD) contractors and governmental and non-governmental agencies working in the Middle East, South-west Asia and Africa.

My position with MEBS-International is Project Coordinator. As project coordinator I work directly with the US Department of Defense to address their needs in Kuwait, Qatar, Iraq, Djibouti, Pakistan, and Afghanistan. As a matter of fact, I just got back from Kuwait and Dubai in December, so my job does involve lots of travel in the Middle East. With my position, one of my duties is to find linguists for different DOD contractors. This usually includes languages such as Arabic, Farsi, Dari, Urdu, Panjabi, etc.

MEBS International is an American company that pro-

vides a variety of in-country support services and logistical assistance to contractors to the DOD.

We offer staffing, procurement, translators, sponsorship and in-country assistance for cargo transportation and logistics management.

Because we specialize in military contracts, we have a unique understanding of the special needs of our clients, and are familiar with the U.S. base procedures and have working relationships with key base personnel."

SCHOLARSHIP / INTERNSHIP

DEADLINES FOR WINTER 2010

OSU Programs

Francille M. Firebaugh Study Abroad Scholarship

DEADLINE: April 2, 2010

<http://oia.osu.edu/grants-and-scholarships/undergraduates/430-francille-m-firebaugh-study-abroad-scholarship.html>

Established February 2, 1990 in honor of Francille M. Firebaugh, Vice Provost Emeritus, International Affairs, and Professor Emeritus, Family Resource Management in recognition of her years at Ohio State and her commitment to International Studies. This scholarship provides \$1600 towards a study abroad program. Preference given to students majoring in International Studies.

Huntington International Fellowships

Deadline: February 15, 2010

<http://flc.osu.edu/resources/scholarships/huntington.cfm>

The program is intended to permit humanities students with interest and supporting work in international business and trade to spend an extended time abroad to enhance their fluency in the foreign language, their knowledge of the foreign culture, and their understanding of the workings and environment of international commerce.

Award: \$1000 and up
Contact: Dr. Diane Birckbichler
birckbichler.1@osu.edu

Office of International Affairs, Study Abroad Scholarships

DEADLINE: varies by scholarship

<http://oia.osu.edu/scholarships/855-office-of-international-affairs.html>

A list of grant and scholarship opportunities for undergraduate students.

Wolfe Study Abroad Scholarship

DEADLINE: Friday, April 2, 2010

<http://oia.osu.edu/grants-and-scholarships/undergraduates/352-wolfe-study-abroad-scholarship.html>

Established September 1, 1999 to enhance the educational experience of Ohio State students, who are residents of Ohio and graduated from an Ohio high school. Up to thirty seven (37) scholarships, in the amount of \$2,500 each, will be awarded during the 2009-2010 academic year.

LOCAL & NATIONAL

AFCEA Educational Foundation

DEADLINE: varies by scholarship

<http://www.afcea.org/education/scholarships/>

AFCEA Intelligence and the AFCEA Educational Foundation have established five scholarships aimed at undergraduate and graduate students pursuing academic degrees in global security, intelligence studies and/or

foreign languages.

AmeriCorps

DEADLINE: ongoing, check website

<http://www.americorps.org>

Congress established the National Service Trust to provide an AmeriCorps Education Award for members who successfully complete service in AmeriCorps. You can use your AmeriCorps Education Award to pay educational expenses at qualified institutions of higher education, for educational training, or to repay qualified student loans. The award is up to \$4,725 for a year of full-time service.

Benjamin A. Gilman International Scholarship Program

DEADLINES: April, 2010

www.iie.org/Gilman/

The Benjamin A. Gilman International Scholarship Program aims to broaden the student population that studies abroad by supporting undergraduates who might otherwise not participate due to financial constraints. The Gilman Scholarship Program aims to support a diverse range of students who have been traditionally under-represented in study abroad, including students with financial need, interested in studying in diverse countries outside of Western Europe and Australia, minority, disabilities.

Charles B. Rangel International Affairs Fellowship Program

DEADLINE: February 12, 2010

<http://www.howard.edu/rjb/rangelprogram.htm>

The Charles B. Rangel Undergraduate Summer Enrichment Program seeks to attract and educate outstanding young people who desire a career in the foreign service. Funded by the U.S. Department of State and managed by the Ralph J. Bunche International Affairs Center at Howard University, these fellowships prepare students to enter careers as Foreign Service Officers. The Program encourages the application of members of minority groups historically underrepresented in the Foreign Service and those with financial need.

Department of Homeland Security

DEADLINE: January 5th, 2010

<http://www.orau.gov/dhsed/2010pages/scholarship.html>

\$1,000/month for 9 months during the academic year; \$5,000 for the 10-week summer internship. Full tuition and mandatory, non-refundable fees paid. Appointments are for two years, beginning fall 2010, given satisfactory academic progress and availability of funding. A 10-week, continuous, off-campus research internship at DHS.

United Negro College Fund Institute for International Public Policy Fellowship Program

DEADLINE: March 15th, 2010

<http://www.uncfsp.org/>

IIPP serves to enhance US national security and global competitiveness by promoting excellence, international service, and awareness among a broader, more representative cross-section of the American citizenry. We prepare a cadre of well-trained, language proficient minority young people to compete in the global marketplace.

International Leadership Foundation, Summer Fellowships

DEADLINE: February 1st, 2010

www.ILEADER.org

Summer Fellowships for Asian Pacific American College Students in Washington, DC. The International Leadership Foundation (ILF) will award up to 30 fellowships to Asian Pacific American college students who the ILF identifies as future business, community or professional leaders. Fellows spend eight weeks in the summer interning for a federal government agency in Washington, DC.

National Security Education Program, Boren Scholarships & Fellowships

DEADLINE: February 10th, 2010

<http://borenawards.org/>

Provides up to \$20,000 for U.S. undergraduate and graduate students to add an important international and language component to their education. These scholarships are for travel and study in an international program of the student's choice, providing they choose a critical and less-commonly taught language.

Student Conservation Association (SCA) Conservation Internship

DEADLINE: throughout the year

<http://www.thesca.org/>

Get Real Conservation Experience With SCA Expense-Paid Internships, Living Stipend, Housing, Round Trip Travel. The Student Conservation Association (SCA) is America's conservation corps. Our members protect and restore national parks, marine sanctuaries, cultural landmarks and community green spaces in all 50 states.

Thomas R. Pickering Undergraduate Foreign Affairs Fellowship

DEADLINE: February 8th, 2010

<http://www.woodrow.org/fellowships/index.php>

The Thomas R. Pickering Undergraduate Foreign Affairs Fellowship program provides funding to participants as they are prepared academically and professionally to enter the United States Department of State Foreign Service. Women, members of minority groups historically underrepresented in the Foreign Service, and students with financial need are encouraged to apply.